



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

These selections may be regarded, according to the editor, as a body of literary models based upon a single theme—the theory of style. Most books of literary models, insists Professor Cooper, are a collection of literary scraps, beginning with a description of a glacier and ending with a chapter from Darwin's *Descent of Man*. Such miscellaneous selections are lacking in the power of co-ordinating the processes of the youthful brain. Such a feast of scraps must, pedagogically speaking, end in scraps of expression. Form and substance, expression and knowledge ought never to be broken. Few teachers will disagree with Professor Cooper on this point.

Another possible application of the volume is the opportunity of doing some purely theoretical investigation of the *essay* and the *address* on style. Such a research, however, lies beyond the secondary pupil. Again, the book may serve as a book of reference, for it contains those historic utterances on style arranged in rough chronological order—with the exception of Wackernagel's essay—which are necessary for even a complete casual acquaintance with the development of prose style. Even secondary pupils, we believe, will read much in this book which will interest them more, and have more direct results than the reading of less soulless rhetorics.

Whether or not we have justified our enthusiasm for Professor Cooper's book is immaterial. It may be that the credit for our pleasure and profit in reading the volume should be given to the classic discourses themselves. Let the praise fall where it will, on the classic utterances or on the editor's judicious management of the essays, or on both, we are confident that if teachers of English who do not know the historic course of prose and theory, will read this book diligently they will thank Professor Cooper for bringing such a wealth of knowledge and profit to them in such compact form.

Selections from Bryon: "The Prisoner of Chillon," "Mazeppa," and Other Poems. Edited, with Introduction and Notes, by SAMUEL MARION TUCKER. Boston: Ginn & Co., 1907. Pp. 101. \$0.25.

Forty-three pages of introduction, treating Byron's importance as a historic figure, and his intimate relationship with his works, to one hundred and one pages of Byron's poems, is, we believe, a poor proportion. Such however, is the proportion in Professor Tucker's *Selections from Byron*. The notes are meager and pedestrian; the introductions to the longer poems, such as the "Prisoner of Chillon" and "Mazeppa," are instructive and entertaining. The introduction to the book is good and well balanced.

Written and Oral Composition. By MARTIN W. SAMPSON AND ERNEST O. HOLLAND. New York: American Book Co. Pp. 293.

Professors Sampson and Holland have produced a book intended to meet, no doubt, the conditions as they have found them in the villatic secondary schools of Indiana. That the schools of Indiana should need such a book speaks rather ill of the schools but well of the authors of the book. The lack of brain stuff in the volume is no evidence of a similar lack in the authors' heads, but rather it is a sad commentary on what they have evidently found in the heads of their prospective students at the University of Indiana. Beginning with such elementary assignments as to write a short story on "A Basket," "A